

The Dell @ Abel Smith

Inspection report for early years provision

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Inspector Alison Reeves

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Dell @ Abel Smith registered in 2011. It operates from Abel Smith School in Hertford, Hertfordshire. Children have access to outdoor areas. They are open each weekday from 7.30am until 9am and from 3pm until 6pm during term-time.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children in the early years age group may attend the setting at any one time. The club also provides care for children up to 11 years. There are currently eight children aged from four to five years on roll, attending various sessions. The setting supports children with special educational needs and/or disabilities and welcomes children with English as an additional language.

There are four members of staff working with the children including the manager. All members of staff have relevant Early Years qualifications, the manager has a degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children continue to make good progress in their learning through the recreational activities at the setting. Children are valued, their individuality is recognised and staff work effectively to meet needs. Staff give high priority to all aspects of children's safety and well-being. Partnerships with parents and the school are a particular strength. Systems to evaluate and reflect on practice are developing and the setting demonstrates a strong capacity to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop self evaluation to cover all aspects of the setting and identify priorities for improving outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff's extensive knowledge of safeguarding means children are extremely well protected. Highly effective procedures are in place to support children and staff should any child protection concerns arise. The efficient systems for monitoring visitors and the thorough recruitment, process ensure that adults, present are well supervised and suitable to be around young children.

Staff make excellent use of up-to-date risk assessments to support them in ensuring the areas used by the children are safe. They are vigilant in monitoring

the exit gate as it is sometimes left open by others leaving the school. Regular reviews of the premises highlight any changes and new actions required. Consequently children are able to move safely and freely around the setting.

Staff are trained to a high level and have a very clear understanding of the Early Years Foundation Stage. They use their knowledge and experience well to effectively support children in their play and learning. The environment is suited to recreational activities and is accessible to the children. Resources are located in defined areas so children know where to find particular items. The role play area is altered so children can explore different types of imaginative play.

Staff reflect on practice and have made a significant number of changes as a result. The system has enabled the team to include the views of children and their parents but does not routinely cover all aspects at present. However, there are clear plans that identify areas for development. As a result, they set themselves challenging targets that secure improvements.

Relationships with parents are superb. Parents have nothing but praise for the team and what they provide for the children. Numerous positive comments from parents through email and at the inspection, demonstrate how delighted they are with the activities, high quality staffing and happy children. Staff obtain all of the required information from parents to enable them to provide good care for each child. Staff and parents share important information about children's needs and achievements and this means everyone is well informed. Relationships with the school are equally good. Staff work with school-staff to plan activities so children can follow up popular topics. They regularly discuss children's individual needs and this contributes significantly to supporting consistency and continuity of care for all children.

Staff support children skilfully. They are successful in helping the youngest children to access activities and the ethos of the setting means older children are extremely supportive of the youngest. Staff give consideration to how activities can be adapted to ensure that all children can participate at an appropriate level. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in all aspects of the setting.

The quality and standards of the early years provision and outcomes for children

Children feel extremely safe in the setting and say that they are well cared for by the staff. They show their understanding of their own safety and that of others, as they play outdoors keeping the ball games away from ride-on toys. This is because staff give clear and consistent messages that children understand and can follow. Children handle tools and equipment safely. At tea time they are skilled in using the knives to spread the butter and cut up their sandwiches.

Children are very active and make good use of the school playgrounds throughout the year. This means children have lots of opportunities to engage in physical play.

Football is very popular with boys and girls and the manager acts as a good role model for an active lifestyle. Robust hygiene routines, carefully monitored by staff, mean cross-contamination and the spread of infection are minimized. Children understand about healthy eating and are offered a balanced diet that meets individual dietary requirements.

Children enjoy a good variety of worthwhile activities, a lot of which is self chosen and they are fully involved in planning what they do. Children are effective communicators and love talking to staff and each other. They have access to books, writing and drawing materials and this supports their communication language and literacy skills. They frequently use mathematical language in their play to describe shape, size and position of objects and their constructions. In the playground children involved in the skipping rope game challenge themselves to skip as many times as possible without getting caught by the rope. Children have a thorough understanding of technology and use this well with the computers, music players and video games. Topics planned with the children include subjects that capture their imaginations and reflect their current interests. They are broad based and have featured the Victorians, Superheroes, healthy eating and more. Staff monitor children's development well and use learning journey books to show the progress they have made. These have captured the interest of older children at the setting who have begun their own books. Consequently, children are making good progress towards the early learning goals in all six areas of learning.

Children behave really well in the setting and set a good example for one another and at tea time, they discuss some of the rules. Children are really knowledgeable and make sensible suggestions about acceptable behaviour and why it is important to all. This is because the staff consistently reinforce, give clear explanations and continually involve all children. Children have respect for themselves and show respect for others. They have an interest and awareness in the wider world and staff support and develop this through well planned activities and effective use of resources, that promote diversity.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met